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## Moving the Elephant: Effecting Change in a high enrollment library class

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# **Moving the Elephant: Effecting Change in a high enrollment library class**

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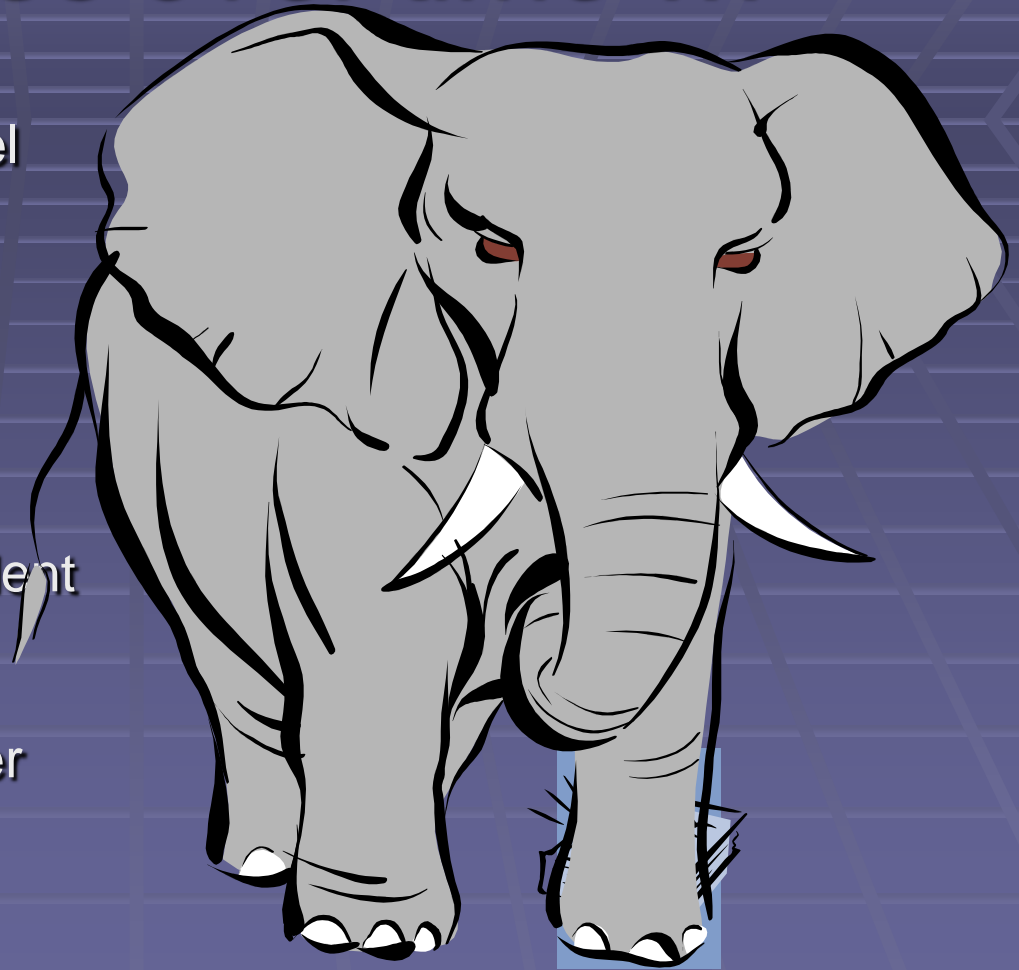
# ISU's Library 160 course

- More than 100 years old
- Since the 1970s, graduation requirement for all undergraduate students
- Current enrollment of 6000 students per year



# Challenges over time ...

- 1990s organizational model supported little course involvement by librarians
- Bandaid curriculum & misalignment
- Over-reliance on grad student TAs and tutorials
- Outdated focus on BI rather than IL
- Student alienation & dissatisfaction



# Effecting Change:

Late 2003-present

- Organizational culture & structure
  - new focus on instruction
  - creating instruction coordinator position
  - 5 librarian taskforce analyses of course
  - infusion of 8-10 librarians teaching course
  - new model expects involvement of librarians
  - training, supervision, and involvement of TAs

# Effecting Change:

## Reshaping the curriculum

### ■ Then ...

- Traditional BI  
(locations; tool-focus;  
covering all details...)
- Misalignment of  
learning objectives,  
content, assessments
- Librarian-centered  
content

### ■ Now ...

- Emphasis on IL  
(standards; focus on IL  
concepts & outcomes)
- Realignment through  
taxonomy-driven  
changes
- More student-centered  
content
- Learning to **let go** of  
old content ...

# Taxonomy table

The Knowledge Dimension	Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual Knowledge						
B. Conceptual Knowledge						
C. Procedural Knowledge						
D. Meta-cognitive Knowledge						



# Effecting Change:

## Reshaping assessments

- Introduction of Pretest
  - What do students know on 1<sup>st</sup> day of class?
  - Feedback to librarians
    - “Are we teaching the right content?”
  - Feedback to students
    - “Do I really know it all, or is there something to learn in this class?”
- Pre-test - Post-test helps map student learning



# Effecting Change: Reshaping the instruction

- Then ...
  - Tutorials as instructors
  - Little contact with librarians
  - Students alienated from course and own progress
- Now ...
  - Librarians teach & coach; tutorials as supplement
  - Face-to-face & WebCT communication; email; office hours
  - Student empowerment
    - Easy access to own instructor
    - Check own progress in WebCT
    - More feedback opportunities

# What about the students?

## ■ Then ...

- High dissatisfaction
- No contact with instructor, no input
- “I already knew all this before!”
- “I took the course last year, but everything has changed ...”

## ■ Now ...

- Constructive feedback
- WebCT contact & course progress
- Pretest shows they don't know it all
- Conceptual learning is transferable to new tools, new situations

# Questions?

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